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The Application of Vertical and Horizontal Character Education in Junior High School Indonesian Textbooks

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*Textbooks,
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Abstract

This study aims to describe the planting of vertical and horizontal character education in Indonesian textbooks for grade VII and VIII 2013 curriculum in Indonesian junior high school. The research that will be conducted is descriptive qualitative research. The data in this study are in the form of phrases, words, clauses, sentences, paragraphs, and discourses that contain content about inculcation of character education in Indonesian textbooks for SMP Curriculum 2013. Data collection techniques in this study will use documentation techniques. Data analysis techniques using the interactive model of Milles and Huberman. The data validity technique in this study was through FGD (Focus Group Discussion). The results of this study indicate that the application of vertical (religious) and horizontal character education in class always appeared.

Keywords: *Textbooks, Character Education, 2013 Curriculum*

Introduction

The 2013 curriculum textbook as a learning tool consists of books for students and books for teachers. The Department of National Education (2006: 3) says that textbooks or in English known as textbooks are books that are used as learning tools in schools to support learning programs. This book is used as a learning tool compiled nationally by the government. The era of the industrial revolution 4.0 makes it easy for students to be able to easily access learning resources quickly. However, the convenience offered by technological sophistication can also have a negative impact on students. One of them students tends to be impatient, want to be fast, more individual. Students are more likely to be busy with their own world. Therefore, there is a need to plant character education vertically (God) and horizontally (fellow) both in the home, school, and community environment.

Indonesian is one of the fields of study taught in the 2013 Curriculum. In compiling Indonesian language textbooks, there are several components that need to be examined according to the Ministry of National Education (2006: 12). These components include: (a) introduction in the form of instructional objectives and so on; (b) a description of the use of terms / concepts, characteristics, classifications, details, formulas, examples, assessments, and benefits; (c) visual forms in the form of tables, formats, charts, maps, portraits and drawings; (d) practice instructions; (e) exercises, questions and assignments; and (f) summary. The groupings (a), (b), (c), (d), (e), and (f) do not represent a systematic sequence.

In addition to the components of the textbook mentioned above, the development of Indonesian textbooks needs to know its foundations and principles. According to the Ministry of National Education (2006: 6-12), Indonesian textbooks must be prepared based on scientific and literary knowledge, education and teacher training, and the readability of the material and language used. The Ministry of National Education also mentioned that the development of textbooks must pay attention to the principles, including: (a) the principle of meaningfulness, (b) the principle of authenticity, (c) the principle of cohesiveness, (d) the principle of functioning, (e) the principle of communicative performance, (f) the principle of relevance (contextual), and (g) the principle of valuation (2006: 8-10).

Character education needs to be taught at school even though it basically starts from the family environment supported by the social environment. In addition to parents, teachers also have an important role in building character in schools (Agus C., Cahyanti, Widodo, Yulia, and Rochmiyati, 2019: 478). According to Samani & Hariyanto (2013: 46) character education is the process of giving guidance to students to become fully human

beings who have character in the dimensions of heart, mind, body, and taste and intention. Character education can be interpreted as value education, character education, moral education, character education which aim to develop the ability of students to make good and bad decisions, maintain what is good, and realize that goodness in everyday life with all my heart.

Attachment of Minister of Education and Culture Regulation Number 68 Year 2013 concerning the Basic Framework and Structure of the Junior High School / Madrasah Tsanawiyah Curriculum on Core Competencies 1 (spiritual attitude) and Core Competencies 2 (social attitude), the characters that must be built include religious, honest, discipline, responsibility, care (tolerance, mutual cooperation), polite, and confident.

According to the Ministry of National Education in Suyadi (2013: 7-9), character education includes 18 values, namely (a) religious, (b) honest, (c) tolerance, (d) discipline, (e) hard work, (f) creative, (g) independent, (h) democratic, (i) curiosity, (j) national spirit, (k) patriotism, (l) valuing achievement, (m) friendly / communicative, (n) peace love, (o) likes to read, (p) cares about the environment, (q) cares socially, and (r) responsibilities. How to improve student character by increasing four competencies consisting of creative, critical thinking, communicative, and collaborative. These character education values should also be included in the Indonesian textbooks of students so that students are able to learn not only in subjects of religion or citizenship but in each subject.

According to Shoimin (2014: 60-61) the effort to implement character education is to integrate character development into every aspect of school life. Planting character education can be packaged by implementing it through learning activities. One way that can be done is to integrate it into each learning material. This shows that textbooks as the main medium of learning have a role in shaping the character of students. Based on the description above, this study aims to determine the application of vertical and horizontal character education values in Indonesian textbooks VII, VIII, and IX.

Method

This type of research is descriptive qualitative. This can be seen from the research objectives, namely the researcher is more directed at analyzing the data in documents or writings by looking at changes, relationships, similarities, and differences, as well as the interrelationships between activities. Ekuntunto (2006: 118) states that the data is the result of recording researchers, whether in the form of facts or numbers. In this study, data in the form of words, phrases, sentences, paragraphs and discourse that show the implementation of character education in Indonesian textbooks Class VII, VIII, and IX Revised Edition 2018. In this study, the data will be obtained from the results of the Umbrella Research with three students, namely Christina Priska Harsiwi, Venda Margareta, and Bima Rian Hidayat.

Afrizal (2016: 134) states that research instruments are the tools needed or used to collect data. In qualitative research, the main tool or instrument for data collection is humans, the researchers themselves. In qualitative research, researchers themselves who collect data by asking, asking, listening and taking.

Data collection techniques are the most important step in research because the main purpose of research is to get data (Sugiyono, 2013: 375). Data collection techniques can be done in several ways, namely (1) data collection by observation, (2) data collection by interview, (3) data collection by documentation, and (4) triangulation / combination. Based on the description above, it can be concluded that this study uses documented documentation or literacy techniques. This is supported from the data sources obtained namely documents in the form of textbooks

Data analysis in qualitative research, carried out at the time of data collection takes place, and after the completion of data collection within a certain period. Miles and Huberman (2014: 16) state that qualitative data collection activities are carried out interactively and continue continuously until completion. This data analysis includes; data reduction, data presentation, and conclusion / verification.

Results And Discussion

The results of the research that are the focus of this study are three (3) applications of character education. The third is the application of character education in the 2013 Indonesian Language textbook SMP Curriculum, namely religious character education as a vertical application. Character education cares and helps as a horizontal application. The following is an example of the application of vertical and horizontal character education.

1. Application of Vertical Character Education

The application of character education that is vertical is religious catechism. Religious is to live up to, believe in, and implement the teachings of the religion and beliefs adhered to. Indicators on religious aspects include (a) believing in God (ngandel), (b) carrying out religious teachings and beliefs, and (c) holding fast to religious teachings, thick faith (candel). The following are examples of the application of religious character education in textbooks for grade VII students of 2013 curriculum.

- (1) **God has bestowed the ability to fantasize as a source of creativity.** Come on, you use it! If you practice diligently you can. Your teacher will facilitate you to hone creativity and become a great writer! (Class VII, p. 45)

Quotes (1) show the religious character of indicators hold fast and believe in God who creates fantasy stories. Quote (1) is a quote written by the author directly teaching students to be grateful because they have been blessed by God to be able to tell a fantasy (ngandel).

Following is an example of the application of religious character education in textbooks for class VIII 2013 curriculum.

- (2) There are a lot of positives in **Syariah Banks**. The money saved becomes safer. Increasingly, the money saved increases in value. If you want to shop, no savings need to be taken to the bank, simply by using an ATM. The most important thing, the owner of money, will not lose his money. (Class VIII, p. 63)

The quote explains the religious character with indicators of carrying out the teachings of religion and beliefs professed. Quotation (2) in the form of paragraphs written by the author directly on page 63. Quotation (2) shows implementing teachings that are realized by saving at a Sharia Bank. Islamic banks are banks that are based on Islamic law.

The following are examples of the application of religious character education in textbooks for class IX students of the 2013 curriculum.

- (3) **As God's superior creatures**, we should preserve the universe so that it will benefit all human beings everywhere. We cannot live alone. Our lives are related to many people throughout the earth (p. 35).

The quote shows the application of religious character with indicators of holding fast to the teachings of religion and believing in God (ngandel). Quote (3) teaches students to realize themselves as superior creatures of God. Human superiority is proven by giving reason to think by God. By realizing themselves to be superior creatures, humans show the existence of torment or belief in God as the Creator.

2. Application of Horizontal Character Education

The application of horizontal character education is a caring and polite character. Caring is Caring is the attitude and actions that pay attention, heed, and ignore other people and the environment. Indicators on caring aspects include (a) showing caring attitudes and behaviors to others and (b) showing caring attitudes and behaviors towards the environment. while courtesy is polite is a polite and subtle attitude in terms of behavior and language. Indicators on the polite aspects include (a) using language properly and correctly and (b) showing polite attitudes and behavior. The following is an example of the application of caring character education.

- (4) In the text of the discourse the description entitled "Mother, my inspiration" is on pages 4-5 along with the quotation. Mother is a very nice woman. He was friendly and said he was gentle to anyone. **He really likes helping others, especially those who are in distress. His profession as a teacher reinforces his principles to always teach kindness to others.** (Class VII, p. 5)

Quote (4) shows the application of caring character education with indicators of caring attitudes and behaviors to others. The excerpt is a discourse text entitled "Mother, my inspiration" is on pages 4-5. The quote describes the attitude of mothers who can teach students to care socially in accordance with the principle that teaches kindness to fellow living beings. Mother likes to help others is a form of caring and has a good social life.

- (5) **There needs to be awareness of all Jakarta residents in tackling flooding in their area.** (Class VIII, p. 9)

(6) **Listen to a television / radio news about natural events that occur in your area.** (class VIII, p. 12)

The above quotations explain the application of caring characters with indicators showing caring attitudes and behaviors towards the environment. Excerpts (5) and (6) are sentences written by the author directly. Quotation (5) is on page 9. This requires students to care about the importance of dealing with disasters, especially floods. This behavior is by throwing garbage in its place so that during the rainy season, water flowing in the river can flow smoothly and avoid flooding. Quote (6) is on page 12. This requires students to listen to something related to natural events around you. This behavior is to be able to know the weather forecast in your area that is vulnerable or safe.

The following is an example of the application of polite character education

(7) Responses should use **polite words** that do not offend others. (Class VIII, p. 210)

The above quote explains the characters with indicators using language properly and correctly. Quote (7) shows polite character in the form of paragraphs written by the author on page 210. Quote (7) requires students to provide responses that should use polite language so as not to hurt the feelings of others.

(8) Indonesian Language Learning is **essentially learning to use Indonesian language appropriately, well, and correctly according** to the purpose of communicating through language. (Class IX, p. 12)

The quote shows the application of polite character. Quote (8) explains that learning Indonesian is learning to use language appropriately, well, and correctly according to the purpose of communication. Based on this quote, students are directed to use language appropriately, well, and correctly. This indicates that the quotation teaches students to be polite in language.

Conclusion

The 2013 curriculum textbook as a learning tool consists of books for students and books for teachers. The era of the industrial revolution 4.0 makes it easy for students to be able to easily access learning resources quickly. However, the convenience offered by technological sophistication can also have a negative impact on students. One of them students tends to be impatient, want to be fast, more individual. Therefore, it is necessary to plant character education vertically (God) and horizontally (fellow) both in the home, school, and community environment. The results of the research that are the focus of this study are three (3) applications of character education. The third application of character education always appears in the 2013 Indonesian Curriculum SMP textbook, namely religious character education as a vertical application. Character education cares and helps as a horizontal application.

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